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# Academic Calendar 2007-2008

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<td>Fall Term Begins</td>
<td>Monday, September 17</td>
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<td>Study Card Day</td>
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<td>Holiday – Columbus Day</td>
<td>Monday, October 8</td>
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<td>Fifth Monday</td>
<td>Monday, October 15</td>
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<td>Holiday – Veterans’ Day</td>
<td>Friday, November 12</td>
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<td>Thanksgiving Recess</td>
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<td>Fall Reading Period</td>
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<td>Examination Period</td>
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<td>Holiday – Martin Luther King Day</td>
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<th>Spring Term</th>
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<tr>
<td>Spring Term Begins</td>
<td>Wednesday, January 30</td>
</tr>
<tr>
<td>Study Card Day</td>
<td>Wednesday, February 6</td>
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<tr>
<td>Holiday – Presidents’ Day</td>
<td>Monday, February 18</td>
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<tr>
<td>Fifth Monday</td>
<td>Monday, March 3</td>
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<tr>
<td>Spring Recess</td>
<td>Saturday, March 22 – Sunday, March 30</td>
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<tr>
<td>Spring Reading Period</td>
<td>Saturday, May 3 – Wednesday, May 14</td>
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<tr>
<td>Examination Period</td>
<td>Thursday May 15 – Friday, May 23</td>
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<td>Holiday – Memorial Day</td>
<td>Monday, May 26</td>
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<tr>
<td>Commencement</td>
<td>Thursday, June 5</td>
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History is the study of the past. It encompasses every dimension of human interaction—social life, the economy, culture, thought and politics. Students of history study individuals, groups, communities, and nations and they study them from every imaginable perspective using all the techniques of the humanities and social sciences to raise questions and probe for answers. There is no concentration more diverse than History. One can choose to study any part of the world in any epoch. History is as long as the most ancient civilizations or as current as yesterday’s newspaper. Every moment but the present moment is part of the past and each can be the object of historical study.

The great Roman orator Cicero once said that the person who knows no history remains forever a child. History allows us to extend vastly our natural memory into the remote past, to benefit from the experience, not only of our own lifetimes, but of humankind as a whole. It teaches us who we are, but at the same time, like foreign travel, it introduces us to the incredible variety of human behavior and human achievements. It gives us a way of analyzing our current predicaments; it re-evokes “the world we have lost”; and it reminds us of the heavy cost past generations have paid for the achievements of the present. It forces us to question the basis of our own social, economic, and political structures and helps us distinguish between things of permanent value and things evanescent. The lessons of history cannot be enumerated like natural laws, but there is no kind of human wisdom that is not informed by knowledge of the past. At the same time, history can be a consuming passion providing endless delights. There are few pleasures greater than turning the leaves of a diary or reading the correspondence of ordinary people who lived in another time. There are few moments of excitement greater than the moment one lights up some previously dark corner of the past for the first time.

The History concentration at Harvard is carefully designed to introduce students to the ways in which historians recreate the past, and to build skills of historical analysis, writing and research. Beginning with the class of 2010, concentrators are required to take History 97, one reading seminar, and one research seminar. History 97 introduces concentrators to the various genres of and approaches to historical writing, and should ordinarily be taken during the sophomore year. Reading seminars are limited enrollment, discussion-oriented courses focusing on the historiography of a particular time period or place and are taught solely by a faculty member. Concentrators are able to select from a wide variety of these seminars. Reading seminars are geared toward freshmen and sophomores (but may be fulfilled in the junior fall). Research seminars, on the other hand, are geared toward more advanced concentrators and are recommended for the junior or senior year. Concentrators will learn historical research methods by focusing on a region or time period of their choice. For those who plan to write a senior thesis, the research seminar requirement must be completed by the end of their junior year. Thesis writers will spend their senior year producing an original work of history using primary sources or an original interpretative essay in History 99. In addition to working individually with a thesis advisor (ordinarily a faculty member), thesis writers will also participate in a seminar where they will have an opportunity to discuss their research and writing with peers and a graduate student tutor.

The Department of History offers a wide range of advising resources, including the faculty and staff in the Tutorial Office, history advisors in the Houses, and faculty members grouped by subfield. Freshmen with questions about course selection are referred to the “History” section of the Guide to the First Undergraduate Year and the Department’s own Handbook for Concentrators.

With its emphasis upon critical reading skills, the evaluation of evidence, and upon writing, History’s program offers an ideal preparation for professional, business, and scholarly careers. Historians gather and analyze large quantities of information, searching for patterns that allow them to answer important questions about the past – a set of skills at the core of many professions. While most concentrators choose careers in law, business, medicine and government, each year, a number of History concentrators decide to become profes-
Welcome to the History Department! Whether you are a potential or current concentrator, new or experienced in the Department, still getting a general sense of the program or seeking specifics, we hope that you will find this *Handbook for Concentrators* useful. Keep in mind that it should be read in conjunction with the College's *Handbook for Students*, 2007-08 edition.

**Freshmen and Others Considering the History Concentration**

Reading this *Handbook for Concentrators* is just one way to get to know the undergraduate program in History. You can start from the beginning, or with the section “Suggestions for Students Considering History.” The essays written by History concentrators in “History Concentrators Write” are also helpful. For concentration requirements, see page 14 or visit our website for the most up-to-date information.

**Current Concentrators**

Concentration requirements remain the same for Classes of 2008 and 2009. Please consult a Tutorial Office staff member with any questions that arise as you read through the *Handbook*. Our website will also have up-to-date information (see link below).

If you would like further advice on your plan of study, the Tutorial Office staff will be happy to assist you. Appointments can be made with the Director of Undergraduate Studies (DUS) or Assistant Director of Undergraduate Studies (Asst. DUS). The Coordinator and Staff Assistant are available for consultation on a walk-in basis.

www.fas.harvard.edu/~history

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**Contact Information for the History Tutorial Office**

HISTORY TUTORIAL OFFICE
Robinson Hall, Room 101
617-495-2157
www.fas.harvard.edu/~history

Director of Undergraduate Studies: Professor Sven Beckert
Assistant Director of Undergraduate Studies: Adam Beaver
Coordinator of Undergraduate Studies: Caron Yee
Staff Assistant: Laura Johnson
Advising and Other Resources

The advising system in the History Department includes three elements: House Advisors, Faculty Advisors, and the Tutorial Office staff. This section outlines how each advising component can help you.

The Tutorial Office

The Tutorial Office is both your first and your last stop in many matters relating to your progress in the concentration. We can introduce you to the History program of study, provide you with policy information, give you necessary forms, discuss with you your progress in fulfilling the Department’s course requirements, among many other things. You should visit the Tutorial Office if you have questions relating to the History program, administrative matters, or have general advising needs.

The Tutorial Office can also point you to other resources. For example, we may direct you to the Office of International Programs if you are interested in studying abroad, to the appropriate faculty or teaching fellow/tutor for course-related questions, or to your Allston Burr Resident Dean if you have questions about how the College awards Latin Honors.

There are four members in the Tutorial Office. Laura Johnson is the office’s Staff Assistant, and can answer many questions regarding logistics and program requirements. She also schedules meetings with the DUS and Asst. DUS. Caron Yee is the Undergraduate Coordinator, and is available on a walk-in basis to discuss program requirements at greater length, as well as your general program of study. The DUS, Prof. Sven Beckert, is responsible for the overall shape of the concentration and for providing final rulings on petitions, credit issues, and other matters of policy. The Asst. DUS, Adam Beaver, advises students in general, and manages the thesis program in particular. Prof. Beckert and Dr. Beaver both have weekly scheduled office hours, and are happy to meet with students on a variety of matters, not just for policy-oriented questions.

House Advisors

History concentrators are assigned to a House Advisor, who is a Resident or Non-Resident Tutor affiliated with their house. The House Advisor is important in a variety of ways, especially because each concentrator must turn to this person when seeking a signature on the study card. House Advisors make themselves available for study card signing in various ways—some will participate in House-wide card-signing evenings, while others will publicize times that they are available.

However, the day before the study card is due should not be the only time that you should meet with your House Advisor. You may also want to avail yourself of his/her advice earlier in shopping week to discuss your broader interests and goals in the concentration, and to gain insights on courses that may not appear in the CUE guide or in the Courses of Instruction. House Advisors are available to discuss general program requirements, but can also be an intellectual resource for concentrators. Sophomores trying to decide which Major Field within History to declare should seek their House Advisor’s feedback. Juniors trying to find a thesis advisor should consult with their House Advisor to discuss their thesis plans and to receive recommendations on which faculty and graduate students to contact as potential thesis advisors.

You must consult your House Advisor whenever you are considering making a petition or proposing a joint concentration. In addition, House Advisors are encouraged to promote a History community within the residential setting, so you should participate in the events that they organize.

For 2007-08, the House Advisors are as follows. Undergraduates affiliated with Dudley House should consider Caron Yee, Undergraduate Coordinator, as the equivalent of their House Advisor.

- Adams (A-K) Tryg Throntveit (throntv@fas)
  (L-Z) Ward Penfold (wenfold@fas)
- Cabot Myles Osborne (mosborne@fas)
- Currier Scott Sowerby (sowerby@fas)
- Dunster Vernie Oliveira (oliveiro@fas)
- Eliot Karen Teoh (teoh@fas)
- Freshman Yard David Smith (dasmith@fas)
- Kirkland TBA, August 2007
- Leverett (A-K) Juliet Wagner (jwagner@fas)
  (L-Z) Anne Porter (akporter@fas)
- Lowell Uche Nwamara (nwamara@fas)
- Mather (A-K) John Gagné (jegagne@fas)
Tempus: The Harvard College History Review

Advising

This handbook, as well as forms, handouts, current course lists, faculty information, and other up-to-date information. The undergraduate homepage will also have announcements of important events and due dates.

In addition, the webpage includes an extensive set of links to library resources for historical research. There you will find information on reference materials of interest to historians, as well as an overview of Harvard's archival holdings for those seeking primary sources. For further help on library services, please contact Barbara Burg, bburg@fas.harvard.edu, the Widener Library Research Services liaison to the History Department.

Peer Concentration Counselors

One way of getting involved in the Department is to become a Peer Concentration Counselor (PCC). PCCs represent the History Department at concentration fairs and departmental events, and share with freshmen and upperclassmen interested in History their experiences as concentrators. They also comprise the concentrator's committee, which meets with the Tutorial Office staff to discuss how to improve the curriculum and connections between faculty, tutors, and undergraduates, as well as to provide feedback on program policies and issues. They are a vital part of the History community. In addition, PCCs are associated with the Office of Academic Programs, where they are listed as official representatives of the Department.

There are 1-2 PCCs from each undergraduate house. If you are interested in representing History, please contact your House Advisor or the Coordinator of Undergraduate Studies.

Tempus

Tempus: The Harvard College History Review is the Department's undergraduate journal. Tempus was founded in 1998 through the tutorial program as a forum for undergraduates to publish original historical scholarship and through which all students have the opportunity to learn from their peers. Tempus also sponsors
Suggestions for Students Considering History

Choosing a concentration is one of the most important and difficult decisions you will make at Harvard. Indeed, some students may make one, or even several, “false starts” before finding the concentration most suited to their interests and abilities. This section of the Handbook is aimed at both freshmen and sophomores, as well as those who are thinking about joining the Department after having initially chosen another field. Questions about advanced standing are also discussed below. Good decisions require good information, and students considering History should make use of a variety of sources of information—print, web-based, faculty, staff, graduate students, fellow students—as they make their concentration decision.

Getting to Know Us: Printed and Online Resources

We have endeavored to make this Handbook as informative as possible. Please read it carefully as you will learn much about the concentration and what it is like to study History at Harvard. Also, the History Department’s website contains many resources: a list of the current year’s courses (easier to consult than wading through the catalog), biographical sketches of our faculty, downloadable handouts and forms, up-to-date information on program requirements and policies, and library resources for historical research. There is also a page specifically for freshmen and sophomores interested in History.

Getting to Know Us: Individuals to Consult

Visit the Tutorial Office in 101 Robinson Hall. Caron Yee, the Undergraduate Coordinator, and Laura Johnson, the Staff Assistant, are available for drop-in conversations. You can also make an appointment (5-2157) to meet with the DUS or Asst. DUS during office hours.

There are also graduate student History advisors affiliated with each House, including the Yard. House advisors can answer questions on concentration requirements and discuss the study of History, in general, and the different fields offered. They can also provide you with a unique perspective on courses offered, as many have been teaching fellows and/or have advised senior theses. Consult page 7 for their contact information. First-year students should e-mail David
Suggestions

fas.harvard.edu/~advising/concentrations/History.html

Getting to Know Us: Events

We host several events especially for freshmen and sophomores interested in History. For freshmen, we highly recommend (1) the “Lunch with Faculty” series at Annenberg, where students are able to meet with professors in a relaxed atmosphere to get to know them better and to chat about history; and (2) the Advising Programs Office (APO)’s annual Advising Fortnight, held in April, where you can learn more about the concentration and meet our faculty, graduate student teaching fellows and advisors, current concentrators, and fellow freshmen with similar interests. All freshmen are invited to attend these events; please check the Yard Bulletin, the APO website, and the History website for schedules. You are also invited to add yourself to our mailing list for students interested in History; to do so, please e-mail David Smith at dasmith@fas.harvard.edu.

For all students—pre-concentration freshmen and sophomores, as well as upperclassmen currently enrolled in History, or considering a change of concentration—we also offer several faculty, student, and alumni lectures and discussions throughout the year, beginning early in the fall term. We encourage you to join us to hear our past and present concentrators share their experiences studying history, and to learn about our faculty’s diverse research interests. Some of these events take place in the department, while others are coordinated by our House Advisors and take place in the upperclass houses. Check the History website, and with your House Advisor, for details.

Getting to Know Us: Taking Courses

Another good way to find out whether History is for you is to take a course in the Department. There are several freshman seminars offered in History; please consult with the Tutorial Office to see which could count toward concentration requirements. Another good choice might be a Historical Studies Core course taught by a History faculty member. Or, you might choose from among the Department’s own offerings. Here, we recommend either one of our many lecture courses (including 10a-b-c, 20a-b, and many of the 1000-level courses found under “History” in the course catalog—look for courses which meet two or three days a week), or one of our new Reading Seminars (which are also numbered at the 1000-level in the catalog, but are specially designated as “Reading Seminars” in the title). You will find that many of our lectures are fairly small (~25 students), and that they can afford the chance to get to know our faculty quite well, while our Reading Seminars—which are capped at 12—offer an almost unparalleled opportunity to work closely with a faculty member in his/her field of specialization. NB: You may wish to check whether a particular Reading Seminar requires background knowledge before you enroll; this is easily done by consulting the professor during shopping period.

Information for First-Year Students

Eligible for Advanced Standing

If you arrive at Harvard with sufficient Advanced Placement scores to be eligible for Advanced Standing, please consult concentration advisors regarding ways to start putting together a plan-of-study in History. Available advisors include David Smith, History Yard Advisor (dasmith@fas) and the Tutorial Office staff. Note that it is only upon your acceptance of Advanced Standing, two terms before graduating early, that the Department will grant course credit for your Advanced Placement scores. Those who scored a ‘5’ on one of the history AP tests (U.S. or European) will receive one half-course credit; those who scored a ‘5’ on both will receive two credits.

If you are a joint concentrator, bear in mind that Advanced Placement awards may not be used to reduce your History requirements, regardless of whether History is the primary or secondary field.
Once You Have Decided on History

The next step depends on whether you are declaring your concentration or are switching from another concentration. If you are declaring, please meet with the History Advisor affiliated with your House (see page 7) or with any member of the Tutorial Office to discuss your plans. Read the following section regarding the plan of study, and then begin completing the form. Next, return to the Tutorial Office where any member of the staff can review it, offer any additional advice, and sign it. If you are switching, please consult your House Advisor to discuss your academic interests and your reasons for switching, as well as the courses you plan to take (and those already taken which you hope will be able to count toward History concentration requirements). Once you have had this conversation, you should visit the Tutorial Office to pick up a Change-of-Concentration form. Read the next section for advice on completing the form; after doing so, return to the Tutorial Office where any member of the staff can review it, offer any additional advice, and sign it.

Completing the Plan of Study or Change of Concentration Form

As with all concentrations, those entering the History Department are required to complete the College’s Plan-of-Study form (if you are declaring for the first time) or Change-of-Concentration form (if you are an upperclassman switching into the Department). After having it reviewed by a member of the Tutorial Office staff, you will submit your form to the Registrar. For sophomores, these are due by Monday, December 3, 2007. While these forms can often seem pro forma, completing them is a useful exercise. It requires you to understand the Department’s requirements, and to think about important questions as you plan how you will fulfill them.

• Are you more interested in the Basic or Thesis program?
• Which of the History Department’s Major Fields is most appealing to you?
• What courses in this field of history do you want to take?
• How will you meet the Department’s requirement for total number of half-courses taken?
• How do you imagine fulfilling the Department’s Pre-Modern, Western, and Non-Western requirements?

There is no one right answer to these questions. In the section above, “Getting to Know Us: Taking Courses,” we have outlined some considerations in course selection. While it is generally wise to begin with survey courses in your area of interest and leaving the more specialized courses to the junior and senior years, this advice should not be followed blindly; if you see a course that fascinates you—take it. Many courses are offered only in alternating years; some even less frequently. Also, if you plan to write a thesis, it is never too early to think about thesis topics; many of which are developed during conference courses.

In any case, most students find that plans made when filling out the Plan-of-Study or Change-of-Concentration form will be adjusted later. New courses will be offered that fit your interests better. The Department will hire new faculty; current professors will go on leave. Your own historical interests will grow and change. Please keep in mind that all of the advising resources of the Department—House Advisors, Faculty Advisors, the DUS and staff of the Tutorial office—are available to you as you build a program of study to be followed during your remaining time at Harvard.
Requirements for Class of 2008

Basic Requirements: 12 half-courses

1. Required courses
   a. History 10a AND 10b or 10c. Students with a score of 5 in AP European or World History may substitute for History 10b/c a course in any area of History.
   b. One course in non-Western History.
   c. One conference course or Research Seminar in History.
   d. Six additional half-courses in History, to be chosen in consultation with the student’s House Advisor, who signs the study card. Two may be in related fields (by petition). A related field course is defined as a non-historical course that complements a student's History program. They are normally chosen from courses in the humanities or social sciences [For more information on related fields courses, see page 25].

2. Tutorials
   a. History 97 during the first year in the concentration (required and letter-graded).
   b. History 90 by the end of the junior year (required and letter graded).

3. Thesis: None.

4. General Examination: None.

5. Other information
   a. History courses: The courses listed under History in the course catalog as well as other courses taught outside the department by members of the History Department are available for History credit without petition. Courses of an historical nature taught by other faculty in the College and courses in related fields may be taken for History credit by petition to the DUS [See page 23].
   b. Major fields currently offered by the Department [see page 23]:
      i. American history
      ii. International relations
      iii. Modern European history
      iv. Premodern Western history to 1600 (including Ancient, Medieval, and Renaissance)
      v. Intellectual history
      vi. Comparative history (with focuses on East Asian, Near Eastern, Latin American, or African history)
   c. Pass/Fail: Courses taken on a Pass/Fail basis may not be counted for concentration credit.
   d. Advanced Placement: For students given Advanced Standing status, Advanced Placements in History regularly count for a maximum of two half-courses towards concentration course requirements [see page 10].
   e. Study out of residence: The History Department welcomes students who wish to study out of residence and urges them to consult the DUS about their programs at their earliest convenience [see page 26].
   f. Freshman Seminars: Please consult the Tutorial Office on which Freshman Seminars count for History credit [see page 23].
Thesis Requirements: 14 half-courses

1. Required courses
   a. History 10a AND 10b or 10c. Students with a score of 5 in AP European or World History may substitute for History 10b/c a course in any area of History.
   b. One course in non-Western History.
   c. One conference course in History to be taken by the end of the junior year.
   d. Five additional half-courses in History, to be chosen in consultation with the student’s House Advisor, who signs the study card. Two may be in related fields (by petition). A related field course is defined as a non-historical course that complements a student’s history program. They are normally chosen from courses in the humanities or social sciences [For more information on related fields courses, see page 25].

2. Tutorials
   a. History 97 during the first year in the concentration (required and letter-graded).
   b. History 90 by the end of the junior year (required and letter-graded).
   c. History 98 in the junior year (required and letter-graded).


4. General Examination: None.

5. Other information
   a. History courses: The courses listed under History in the course catalog as well as other courses taught outside the department by members of the History Department are available for History credit without petition. Courses of an historical nature taught by other faculty in the College and courses in related fields may be taken for History credit by petition to the DUS [See page 23].
   b. Major fields currently offered by the Department [see page 23]:
      i. American History
      ii. International Relations
      iii. Modern European History
      iv. Premodern Western History to 1600 (including Ancient, Medieval, and Renaissance)
      v. Intellectual History
      vi. Comparative History (with focuses on East Asian, Near Eastern, Latin American or African history)
   c. Pass/Fail: Courses taken on a Pass/Fail basis may not be counted for concentration credit.
   d. Advanced Placement: For students given Advanced Standing status, Advanced Placements in History regularly count for a maximum of two courses towards concentration course requirements [see page 10].
   e. Study out of residence: The History Department welcomes students who wish to study out of residence and urges them to consult the DUS about their programs at their earliest convenience [see page 26].
   f. Joint Concentrations: Properly qualified candidates may combine History with certain other fields. For further details, consult the Tutorial Office [see page 18].
   g. East Asian History: For a description, see the East Asian Studies listing in this Handbook, and for further details consult the Tutorial Office of either History or East Asian Studies [see page 15].
   h. Freshman Seminars: Please consult the Tutorial Office on which Freshman Seminars count for History credit [see page 23].
Requirements for Class of 2009 and beyond

Basic Program: 12 half-courses
Thesis Program: 14 half-courses

1. Required courses
   a. One course in western History (may be fulfilled with History 10a, b, or c).
   b. One course in non-western History.
   c. One course in pre-modern History (may be fulfilled with History 10a, if not applied to the western History requirement).
   d. Six additional half-courses in History, to be chosen in consultation with the student's House Advisor, who signs the study card. Two may be in related fields (by petition). A related field course is defined as a non-historical course that complements a student's History program. They are normally chosen from courses in the humanities or social sciences [For more information on related fields courses, see page 25].

2. Tutorials
   a. History 97 during the first term in the concentration (required and letter-graded).
   b. Reading seminar ordinarily by the end of the first term of the junior year (required and letter-graded). * Class of 2009: May be satisfied by History 90.
   c. Research seminar in the junior or senior year (required and letter-graded). For thesis writers, the research seminar must be completed by the end of junior spring. * Class of 2009: May be satisfied by a conference course, by petition only. Petitions must be received by November 1, 2007.

   Thesis Program: History 99 (full-year, required, and graded SAT/UNS).

4. General Examination: None.

5. Other information
   a. History courses: The courses listed under History in the course catalog as well as other courses taught outside the department by members of the History Department are available for History credit without petition. Courses of an historical nature taught by other faculty in the College and courses in related fields may be taken for History credit by petition to the DUS [See page 23].
   b. Pass/Fail: Courses taken on a Pass/Fail basis may not be counted for concentration credit.
   c. Advanced Placement: For students given Advanced Standing status, Advanced Placements in History regularly count for a maximum of two half-courses towards concentration course requirements [see page 10].
   d. Study Abroad: The History Department welcomes students who wish to study out of residence and urges them to consult the DUS about their programs at their earliest convenience [see page 26].
   e. Freshman Seminars: Please consult the Tutorial Office on which Freshman Seminars count for History credit [see page 23].
   f. Joint Concentration in East Asian History: Consult the Tutorial Office of either History or East Asian Studies and page 15.
   g. * Class of 2009 only: Properly qualified candidates may combine History with certain other fields. For further details, consult the Tutorial Office [see page 18].
   h. Secondary Field in History: Consult the Tutorial Office website and page 17.
In addition to in-depth language study and substantial course work in the history of East Asia, students enrolling in this joint concentration will do half of their tutorial work in the History Department and the other half in the East Asian Studies concentration. The fall semester of sophomore tutorial in History introduces students to the analysis of historical writing in various genres, while the junior history tutorial focuses on methods of historical research and writing. Building on these foundations, the spring semester tutorials in East Asian Studies examine selected themes in the history of East Asia in some depth. The sophomore tutorial offers a common curriculum cov-
Joint Concentration in East Asian History

Requirements for the joint concentration in East Asian History (16 half-courses) for Class of 2008

1. 4 half-courses of study of an East Asian language.
2. 6 half-courses of tutorials:
   a. Sophomore tutorial: History 97 (fall term only) and EAS 97a or 97b.
   c. Senior thesis tutorial: History 99ab or EAS 99ab.

Ordinarily, the thesis will be due on the History Department's deadline before spring break, rather than on the EAS deadline after spring break. Both departments sponsor a thesis-writers conference (History's is in early December, that of EAS is in February); EAS/History concentrators are not required to attend both. To determine which is preferable, students should consult first with their thesis advisor, and then with both tutorial offices. Such consultation should occur early in the senior year.

3. 6 half-courses in History and East Asian Studies. These must include:
   a. History 10a, 10b, or 10c.
   b. at least 4 East Asian history courses (consult tutorial offices for list of qualified courses)
      b1. of these four, at least one must be a course on history of premodern East Asia.
      b2. and at least one must be a course on history of modern East Asia.
   c. Any other history or East Asian studies course.

Note that the Core exemptions for the joint concentration between History and EAS will be governed by whichever field is listed first on the plan of study or change of concentration form.

Requirements for the joint concentration in East Asian History (15 half-courses) for Class of 2009 and beyond

1. 4 half-courses of study of an East Asian language.
2. 5 half-courses of tutorials and seminars:
   a. Sophomore tutorial: History 97 and EAS 97a or 97b.
   b. One History Research Seminar focused on East Asia or EAS 98, junior paper workshop (or both).
   c. Senior thesis tutorial: History 99ab or EAS 99ab.

Ordinarily, the thesis will be due on the History Department's deadline before spring break, rather than on the EAS deadline after spring break. Both departments sponsor a thesis-writers conference (History's is in early December, that of EAS is in February); EAS/History concentrators are not required to attend both. To determine which is preferable, students should consult first with their thesis advisor, and then with both tutorial offices. Such consultation should occur early in the senior year.

3. 6 half-courses in History and East Asian Studies. These must include:
   a. At least one survey course in Western history.
   b. At least 4 East Asian history courses (consult tutorial offices for list of qualified courses)
      - of these four, at least one must be a course on history of premodern East Asia.
      - and at least one must be a course on history of modern East Asia.
   c. Any one additional history or East Asian studies course
   d. It is recommended that one of these courses be a history reading seminar focused on East Asia.

Note that the Core exemptions for the joint concentration between History and EAS will be governed by whichever field is listed first on the plan of study or change of concentration form.
Secondary Fields

The History Department is pleased to be able to offer a robust secondary field in History. The secondary field in History encourages students in other concentrations to learn about the practice of history and engage in it themselves through tutorials and other departmental courses. Students will undertake an individualized plan of study to develop a base of historical knowledge and the essential skills of the field. The historical perspective and tools acquired through the secondary field will give students a richer appreciation for everything they experience in the College and beyond. History informs our understanding of literature, art, politics, and the world around us. While exposing us to the variety of human behavior and achievement of the past, the study of history also provides insights for the analysis of current issues, including questions of what may be fleeting and what may be enduring.

The secondary field offers an opportunity to study a particular historical interest or to explore a range of eras, regions, and themes. The following samples represent just a couple of the myriad ways in which students can design a plan of study. A secondary field organized around a well-defined area of inquiry, such as the expansion of the United States, might include History 97; The Expanding United States, 1803-1917; History of the U.S. West; The American Civil War: Waging a War in History and Memory; History of American Capitalism; and The United States and Imperialism (Research Seminar). Alternatively, a student could examine a theme, such as religion, in different historical contexts by taking History 97; The Historiography of Reformation Europe, 1450-1650; The Jews in Muslim and Christian Spain; Christianity and Chinese Society; The Catholic Sixties; and Religion and Popular Culture in 19th-Century Europe (Research Seminar).

Requirements: 6 half-courses

1. **History 97.** Like concentrators in History, students pursuing the secondary field will take History 97, the Department’s foundational spring term tutorial, which exposes students to various genres of history. While students considering a secondary field are encouraged to take History 97 as early as the sophomore year, they may wait until the spring of their junior year.

2. **4 additional half-courses in History** (Reading Seminar recommended). Students will be free to take any four courses in History, whether lecture or reading seminar, to fulfill the bulk of the secondary field’s course requirements.

3. **1 Research Seminar.** Ordinarily taken in the senior year, the Research Seminar will serve as a capstone to the secondary field by providing faculty-led instruction in a small group and requiring students to follow the stages of a research project that reflect the principles of the Department’s tutorial program.

Please note the following stipulations:

1. All courses for the secondary field in History must be taken for a letter grade, except for Freshman Seminars graded SAT/UNS taken with Department faculty. A minimum letter grade of D- is required in all courses for the secondary field.

2. Students pursuing a secondary field in History may petition to receive credit for courses that have significant historical content taught by faculty outside of the History department, including many taught by faculty listed in the Courses of Instruction as “Other Faculty Offering Instruction in the Department of History.” Secondary field students may not count courses in “related fields” (see p. 25). Please consult the Tutorial Office for more information.

3. No coursework from Harvard Summer School or study out of residence will be counted toward the secondary field.

Students who wish to pursue a Secondary Field in History should consult the History Tutorial Office. Contact Caron Yee, Coordinator of Undergraduate Studies (cyee@fas.harvard.edu, 617-496-1626) or visit the Tutorial Office in person (Robinson Hall 101).
Only Classes of 2008 and 2009 are eligible to pursue a joint concentration in History. A joint concentration in History will not be available to students who enter Harvard in September 2006 or later; these students should explore the "Secondary Field" option instead (see above for details). However, the "East Asian History" joint concentration will continue to be offered; see page 15 for details.

You may combine the study of History with another field, History being either the primary or the secondary field, provided that you have the approval of the DUSs of both departments. The History Department requires completion of the "Joint Concentration Proposal Form" before the DUS's approval of the joint concentration will be granted.

Students considering a combination of History with another field should be aware that the requirements for joint concentrations are more numerous than that of a single concentration. Your tutorial program will be particularly constraining as you will have to take tutorials in both departments. (Please see below for the History Department's tutorial requirements of joint concentrators.) Joint concentrators are required to write a thesis. Whether you choose History as your primary or secondary field, your thesis will be read by at least one History reader (two, if History is the primary field). The thesis will have to satisfy the requirements of both departments as to length, presentation, topic, approach, use of evidence, and interpretation.

Some disciplines can be combined more easily than others. Before you decide, you should explore the questions involved in a combined concentration with the DUS or Assistant DUS of both departments. In advance of your meeting with the History DUS you will probably want to pick up the "joint concentration proposal form," draft a response to the questions therein, and discuss your ideas for a joint concentration with your house advisor. The main point of this process is to encourage you to think through and articulate your reasons for choosing a joint concentration. You will need to explain how the two concentrations fit together for you intellectually, and we would like you to be able to describe, even in the most preliminary way, the kind of thesis you imagine writing which integrates the two fields. Your plan of study will have to be signed by the DUSs of both departments.

If your interest in historical subjects cannot be satisfied either by our program in History or by a program of combined concentrations, you may wish to pursue your interests in a Special Concentration (see the current edition of the College's Handbook for Students).

Requirements When History is the Primary Field
a. History 97.
b. Research Seminar (may be fulfilled by History 98).
c. History 99, the senior thesis.
d. Five half-courses in History, including History 10a and 10b or 10c (may be substituted if you have an AP score of 5 in European or World History. It is recommended that at least one of these be a History 90 or Reading Seminar. Joint concentrators may not substitute courses in related fields for any of the required half-courses in History. Joint concentrators are not required to take at least one half-course in non-western history as are other concentrators.

Requirements When History is the Secondary Field
a. History 97.
b. Reading Seminar (may be fulfilled by History 90).
c. Research Seminar (may be fulfilled by History 98).
d. The senior thesis; enroll in the appropriate 99-level course in the department of primary concentration. Joint concentrators for whom History is the secondary field should be aware that their thesis advisor will be in their primary department, not in History. Of course, an informal advising relationship with a History faculty member or graduate student will be advantageous for such students, and we encourage such informal advising. In addition, joint concentrators for whom History is the secondary field are strongly urged to participate in the Senior Thesis Seminar (see page 31). Unfortunately, we are not provided funds for the payment of graduate student thesis advisors in
Most History concentrators regard tutorials as among the most enjoyable and enriching aspects of their Harvard education. This is due to the nature of the tutorial program itself, the small size of tutorial groups, and to the dedication of the faculty and tutors who participate. Your experience depends in large part on your willingness to participate in discussions, engage readings, hone your historical writing, and adhere to tutorial timetables.

Tutorials are courses of exploration intended to increase skills in critical reading, research, writing, and analysis of historical problems. The elements of the tutorials have been carefully designed to form a complete program. Sophomores in History 97 are given short writing assignments based on prepared packets of sources. Reading Seminars, ordinarily taken in the freshman and sophomore years, teach students the skills of historiographical analysis. Research Seminars, ordinarily taken in the junior or senior year, teach the tasks of doing their own primary source research. Thesis-writing seniors will spend a full year composing an ambitious piece of historical research.

**The Tutorial Program**

History 97 (Spring Term): Historical Analysis

History 97 introduces students to the way historians recreate the past and various genres of (and approaches to) historical writing, such as narrative, biography, social history, cultural history, and intellectual history. Students will gain insight into the nature of historical writing through discussion of exemplary works of history and through bi-weekly writing exercises in different genres. Students will meet in sections with the faculty teaching the course on a tri-weekly basis to discuss a complete work of history (e.g., a full length biography). On the alternate weeks, they will rely on a prepared packet of sources to compose a short piece of history in the relevant genre (e.g., a biographical essay). The writing assignments become more challenging as the term progresses and students are introduced to problems such as: what constitutes historical evidence? How does one assess its reliability? How do historians shape different kinds of documents into narratives, descriptions, and analyses? What assumptions govern the different kinds of historical writing in use today? The course also provides students with an analytical vocabulary to carry on to more advanced work in history.

History 97 is the cornerstone of History’s tutorial program. It is a semester-long half-course and is letter-graded. It is required of all History concentrators and is normally taken during the first semester in the concentration. In some exceptional circumstances, it may be taken in the second term of the junior year. Under no circumstances can it be waived. Students are expected to attend all tutorial meetings, arrive punctually, take part in the discussions, and to complete all written assignments on time.

In History 97, students belong to two tutorial groups—a seminar of 15-20 led by a faculty member, and a smaller tutorial of 3-6 students led by a graduate student tutor. The smaller tutorial will be a subset of your faculty taught section. The sections and tutorials to which you have been assigned will be posted outside the tutorial office at the beginning of the academic year. Switching between sections will be permitted only in very exceptional circumstances. The faculty instructors in History 97 for 2007-2008 are Mark Kishlansky, Lisa McGirr, and Laurel Ulrich.

Reading Seminars

All historians inevitably work within traditions of historical writing, and this background becomes manifest in their methodologies, perspectives, assumptions, goals, and even in their writing styles. The ability to identify landmark contributions to historical scholarship on a given issue, using appropriate resources like review articles and electronic bibliographic databases, is crucial.
when embarking on any sort of research project. The same is true of the ability to extract pertinent information from historical texts with clarity and efficiency.

Research Seminars are designed to develop these skills by introducing students to important historical and global issues in different fields, so that they can better appreciate why historians have dealt with these issues in different ways over time. They aim to show students that engaging with other scholars in debate about how to interpret historical events and trends, and learning how to weigh those conflicting interventions in developing one’s own analyses, are important parts of being a historian.

Reading Seminars may focus on a particular problem, period, event, and/or region; they may be comparative, transnational, and/or thematic—in any given semester, students may find Seminars on such diverse topics as revolutions, gender in American history, environmental history, colonial encounters, the German Reformation, and so on. The department is committed to offering approximately ten Reading Seminars every term, offering students considerable variety and flexibility in their course selection.

Reading seminars are generally designed for freshmen and sophomores, and concentrators are strongly advised to take at least one prior to the junior spring. They may, however, be taken at any time, and more advanced students will find much of interest to them as well. Students should expect to take at least one Reading Seminar in a field prior to taking a Research Seminar (see below), as Reading Seminars will typically provide the background knowledge necessary for success in the Research Seminar. Students may want to note that Reading Seminars, which are taught entirely by faculty, are limited to twelve students each, meaning that it may not always be possible to enroll in the Reading Seminar of one’s choice in the semester of one’s choosing.

Research Seminars

Research Seminars will pick up where Reading Seminars leave off, offering advanced students the opportunity to hone their own research interests, to identify scholarly debates and topics relevant to those interests, and to conduct independent, primary-source based research. Research Seminars expose students to the historical literature on a topic of mutual interest; offer training in the use of primary source materials; introduce problems of bibliography, source criticism, and historical method, and give them the experience of writing history themselves.

Research Seminars feature weekly two-hour meetings led by faculty, close instruction by both the professor and a Tutor through the stages of a research project, written (and often oral) presentation of works-in-progress and peer review. They culminate in a lengthy (20-25 page) and original research paper. Whenever possible, the professor and the Tutor will steer students toward promising sources in University (or other local library or archival) collections, so that students will be able to experience the full spectrum of research challenges and opportunities confronted by practicing historians.

The department offers at least ten of these Seminars per semester, spread across a variety of different fields, eras, and approaches. Enrollment will be limited to fifteen students each, and some preference will be given to concentrators, particularly those taking one for the first time. Research Seminars are aimed primarily at juniors and seniors with prior experience in the field (via a Reading Seminar or lecture course, for example), though other well-qualified students may be admitted at the discretion of the professor. Concentrators planning to write a senior thesis must take a Research Seminar by the end of the junior year, so as to be prepared for the research and writing demands of the thesis. Students not considering a thesis may instead take a Research Seminar in the senior year as an alternative capstone experience.

Senior Tutorial (History 99)

Most departmental thesis candidates find the writing of the senior thesis to be the most challenging, yet the most rewarding, aspect of their college academic career. The Department strives to provide the necessary resources so that seniors may succeed in this significant endeavor. In History 99, students receive individual advising from a faculty member or graduate student as they research and write their thesis. Students also enroll in the Senior Thesis Seminar, where they will have the opportunity to discuss their research and writing with fellow students Wednesday evenings. They present their work-in-progress to a conference of students, tutors, and faculty at the Senior Thesis Writers Conference in early December.

Senior tutorial (History 99) is a full course, graded SAT/UNS. For the Department’s standards for entering History 99. Consult “The Senior Thesis” on page 28.
Possible Tutorial Sequences

The menu of tutorials outlined above—History 97, Reading Seminars, Research Seminars, and, for thesis writers, History 99—has been carefully devised and has its own internal logic. As mentioned above, students are granted significant flexibility in the design of their individual program; unless they are spending a significant amount of time abroad or joining the concentration long after the sophomore spring, they will have several semesters from which to choose the Reading and Research Seminars of greatest interest to them. With that said, however, it is hoped that students will take their first Reading Seminar sooner rather than later, for these are often gateway courses to the Research Seminars which students must also take in their junior or senior years. Additionally, it is expected that thesis writers will have taken at least one Research Seminar in the junior year, and these students in particular are reminded that these courses are limited enrollment, and students who delay taking a Seminar may not be left with as many options as they might have wished.

Students with unusual and/or compressed plans of study are encouraged to consult with the Tutorial Office about the feasibility of some of the sequences described on the following page.

Credit for Tutorials

Tutorials cannot be taken pass/fail. History 99 is graded SAT/UNS. The quality of the work done in History 99 will be reflected in the thesis evaluation. If you do not wish to continue the thesis program, but have taken History 99, this tutorial will instead count toward your History course requirements. Dropping the senior tutorial in effect moves you to the basic program.

NB: For the class of 2009, students may receive Research Seminar credit for a conference course already taken. Students must file the appropriate petition by November 1, 2007.
**Possible Tutorial Sequences**

*NB: For students not pursuing the Senior Thesis, the semesters set aside for History 99 would ordinarily be available for a Research Seminar.*

### Entering The Concentration With Five Terms Remaining

<table>
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<th>Junior Spring</th>
<th>Senior Year</th>
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<tbody>
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### Entering The Concentration With Four Terms Remaining

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<tr>
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<td>Research Seminar</td>
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### Study Abroad in Junior Fall

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<th>Junior Spring</th>
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<tbody>
<tr>
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<td>Research Seminar</td>
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### Study Abroad in Junior Spring

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<th>Senior Year</th>
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<tr>
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<td>Research Seminar</td>
<td>Abroad¹</td>
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### Study Abroad in Junior Year, Full-Year: BASIC PROGRAM

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<th>Senior Year</th>
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<tbody>
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<td>Reading Seminar</td>
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<td>Research Seminar</td>
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### Study Abroad in Junior Year, Full-Year: SENIOR THESIS PROGRAM

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<td>Abroad¹</td>
<td>99</td>
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### Advanced-Standing-Eligible Students Who Anticipate Graduating in Six Terms

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<tr>
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<th>Third Term</th>
<th>Fourth Term</th>
<th>Fifth and Sixth Terms</th>
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</thead>
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<tr>
<td>97</td>
<td></td>
<td>Research Seminar</td>
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<td>99</td>
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### Advanced Standing Eligible Students Who Anticipate Graduating in Seven Terms

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<tr>
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<th>Second Term</th>
<th>Third Term</th>
<th>Fourth Term</th>
<th>Fifth Term</th>
<th>Sixth Term</th>
<th>Seventh Term</th>
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<tr>
<td>97</td>
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<td>Research Seminar</td>
<td></td>
<td>99¹</td>
<td>99²</td>
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</table>

or...

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
<th>Third Term</th>
<th>Fourth Term</th>
<th>Fifth Term</th>
<th>Sixth Term</th>
<th>Seventh Term</th>
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<tbody>
<tr>
<td>97</td>
<td></td>
<td>Research Sem.</td>
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<td>99²</td>
<td>99³</td>
<td></td>
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</tbody>
</table>

¹ Those planning to write a thesis and to be abroad junior spring should note the special arrangements required on page 27.
² While the two terms of History 99 may be taken in the reverse order of the usual (that is, spring then fall rather than fall then spring), those who take them in the usual order will benefit from the chance to fully participate in the Senior Thesis Seminar and Senior Thesis Writers Conference (see page 31).
The Coursework Requirement

In addition to enrollment in the Department’s tutorial program, all concentrators complete their program of study by choosing among a variety of historical courses. Concentration requirements promote both breadth and depth in the selection of these courses. Breadth in the study of history is mandated by the premodern and non-Western history course requirements. The program promotes depth in historical study most particularly for thesis writers, who must choose courses that provide background for the anticipated thesis subject. Students pursuing basic requirements are likewise encouraged to formulate programs focused around the major field, though allowances are made for developing and changing interests. The concentration allows for additional flexibility by permitting students to petition into their individual program courses from other disciplines (e.g., English, government, etc.) as long as the subject is related to the student’s major field. Such courses are called “related fields” courses; a maximum of two are permitted. Along with this explanation, and those below, please refer to the requirements listings at the beginning of this Handbook (page 12) for the total number of courses required, and to the "Credit in History Chart" (page 24).

Courses Available for Credit in History

The “reach” of the History Department covers almost all the globe and recorded human history. The courses offered by our faculty may be found under “History” in Courses of Instruction, and also under the Core curriculum, in the “Historical Studies” section. (Note that not all of the Core’s Historical Studies courses are taught by members of the Department, and that this distinction will affect the determination of concentration credit; read on for more information.) Concentrators can also include in their program certain courses from outside the Department.

Courses available for credit in History include:

1. courses offered by History Department faculty, in the Department and in the Core (no petition);
2. courses cross-listed into the “History” section of Courses of Instruction (no petition);
3. historical courses offered by “Other Faculty Offering Instruction” as listed on the second page of the History Department's section of Courses of Instruction (by petition, routinely approved);
4. courses in related fields, (by petition; see page 25);
5. courses of historical nature taught by other faculty in Harvard College (by petition);
6. Harvard Summer School courses (by petition, consult DUS/Asst. DUS in advance; see page 26);
7. courses taken at other colleges in U.S. or abroad (consult DUS/Asst. DUS in advance; see page 26).

Types of Credit

Credit for courses taken to meet concentration requirements is counted as described below, and in the chart on the following page.

Concentration credit: The course is marked “conc” on the student’s record at the Registrar’s Office. If the student is in the thesis program, the course will be averaged in the History grade point average when determining Departmental (English) honors recommendations.

Admitted to individual program: The course meets a History Department requirement, but the course will not be marked “conc” on the student’s record and will not be among those averaged when determining Departmental (English) honors recommendations.

Major Fields

All concentrators choose a major field in History. The major field provides focus to advising conversations by helping students and advisors plan an individualized program of courses and tutorials in some subject area within the wider study of history. Of course, student in-
Credit in History Chart

<table>
<thead>
<tr>
<th>TYPE OF COURSE</th>
<th>PETITION REQUIRED?</th>
<th>TYPE OF CREDIT (see below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courses listed with a full description in the &quot;History&quot; section of Courses of Instruction.</td>
<td>No</td>
<td>Concentration credit</td>
</tr>
<tr>
<td>2. Core courses offered by faculty with an appointment in the History Department.</td>
<td>No</td>
<td>Concentration credit</td>
</tr>
<tr>
<td>3. Freshmen Seminars offered by faculty with an appointment in the History Department, and which have been approved for History credit by the Department's Curriculum Committee. Consult Tutorial Office for a list.</td>
<td>No</td>
<td>Admitted to individual program</td>
</tr>
<tr>
<td>4. Courses from other departments which are cross-listed into the &quot;History&quot; section of Courses of Instruction.</td>
<td>No</td>
<td>Concentration credit</td>
</tr>
<tr>
<td>5. Courses of an historical nature (not cross-listed) taught by professors listed as &quot;Other Faculty Offering Instruction in History.&quot; For a listing of these &quot;other faculty,&quot; consult the second page of the &quot;History&quot; section of Courses of Instruction.</td>
<td>Yes; routinely approved. Use the form &quot;Petition for Non-Departmental Credit.&quot;</td>
<td>Admitted to individual program</td>
</tr>
<tr>
<td>If the professor and course are from another Harvard faculty (for example, Keyssar from the Kennedy School) concentration credit will be granted if the appropriate signatures are gained on the cross-registration petition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Courses of an historical nature taught by faculty who are not listed as &quot;Other Faculty Offering Instruction in History.&quot;</td>
<td>Yes; use the form &quot;Petition for Non-Departmental Credit.&quot;</td>
<td>Admitted to individual program</td>
</tr>
<tr>
<td>7. Related fields courses. Theoretically, any course in the humanities or social sciences may be considered for &quot;related field&quot; credit. However, approval depends on the relevance of the course to the student's major field in History.</td>
<td>Yes; use the form &quot;Petition for Related Field Credit&quot; and include a statement regarding the relevance of the course to your major field in History.</td>
<td>Admitted to individual program</td>
</tr>
<tr>
<td>8. Harvard Summer School courses. Note that the Department normally expects concentrators to satisfy concentration requirements with courses taken during the regular fall and spring sessions.</td>
<td>Yes; use the form &quot;Petition for Non-Departmental Credit.&quot; The petition must be approved before the summer session begins. Retroactive credit for summer school courses will not be given.</td>
<td>Admitted to individual program</td>
</tr>
<tr>
<td>9. Courses taken at undergraduate institutions other than Harvard, either by transfer students or those studying abroad.</td>
<td>Instead of a petition, transfer students and those planning to study abroad must meet with the DUS or Assistant DUS to determine which courses taken elsewhere will count in History.</td>
<td>Admitted to individual program</td>
</tr>
</tbody>
</table>
terests develop over time, so there is no rule regarding minimum number of courses in the major field; however, students planning to write a thesis must choose courses that provide background for the possible thesis subjects. See page 28 for how to plan ahead for the senior thesis.

The major fields currently offered by the Department are as follows:

- American history
- International relations
- Modern European history
- Premodern Western history to 1600 (including Ancient, Medieval and Renaissance)
- Intellectual history
- Comparative history (with focuses on East Asian, Near Eastern, Latin American or African history)

Sophomores will receive further information from the Tutorial Office concerning major field selection in early March, and will ordinarily be expected to have chosen their field soon after Spring break.

### Types of Courses

**'Premodern', 'Western', and 'Non-Western' Courses**

Every year the Tutorial Office will produce a reference list of courses that may be counted toward the Premodern, Western, and Non-Western requirements. This listed will be posted on the department's undergraduate website prior to the start of fall term classes.

While the list of courses will change depending on the department's course offerings, in general, students should be advised that:

1. History 10a, b, and c may always be used to fulfill the Western Requirement;
2. History 10a may always be used to fulfill the Premodern Requirement, provided it has not also been used to fulfill the Western Requirement; and
3. Any course on Africa, East Asia, South Asia, the Near East, and Latin America may be construed to fulfill the Non-Western Requirement.

As is the case with History 10a, in no event may the same course be counted toward two different requirements.

### Lecture Courses

Typically, lecture courses meet twice weekly for hour-long lectures by the professor. Lectures are supplemented with a weekly discussion section led by a teaching fellow. Some variations include: three lectures a week; hour-and-a-half lectures; and professor-led discussion sections. While some lecture courses are large (particularly in the Core, where the enrollments of courses taught by History faculty might average between 100 and 200), many others are smaller, ranging between 25 and 50 students.

### Reading and Research Seminars

These courses are described under “The Tutorial Program;” see page 19.

### Related fields

Courses in related fields are courses of a nonhistorical character deemed by student’s House Advisor and by the DUS to complement the study of a major field in history. In principle, any course in humanities or social sciences is available for related fields credit by petition. Students who have already satisfied their language requirements for the college may count additional language courses for related fields credit (upon petition). Only two half-courses in a student’s program may be in related fields.

Petitions must explain the relevance of the course to a particular program of study. For example, a student intending to write a thesis on American economic history might take an introductory course in economics as an appropriate complement to his/her studies. For a student studying intellectual history, a course on the economics of pearl diving in the Southwest Pacific would not be considered appropriate. Selection of related field courses should be made in consultation with House Advisors, who must sign the petition before it is submitted to the DUS for approval (see below).

Deadline: Petitions must be submitted to the Tutorial Office by the fourth Monday of the term that the course is taken. Exceptions to this due date may be granted at the discretion of the DUS. Absolutely NO petitions will be considered after the spring add/drop deadline for seniors.
Courses by Petition

A petition must first be signed by your History House Advisor (see page 7) in order to be finally approved by the DUS. This is to ensure that a conversation has taken place between you and your advisor regarding the place of the course in your overall program of study. Nonetheless, it is the History Department's DUS and Assistant DUS alone who have the authority to rule that a course be counted for credit in History; no one else has such authority, even if the course is historical in content or approach. Credit rulings do not establish precedents; instead, each petition is considered in the context of an individual student's program of study. Thus it may happen that one student will be allowed to count a specific course for credit, while another student may not.

Deadline: Petitions must be submitted to the Tutorial Office by the fourth Monday of the term that the course is taken. Exceptions to this due date may be granted at the discretion of the DUS. Absolutely NO petitions will be considered after the spring add/drop deadline for seniors.

Language Courses

There are no language requirements in the History Department. Students considering research topics with foreign language documents may consider studying the appropriate language(s) during the freshman or sophomore year. While a reading knowledge of the relevant language(s) will broaden the range of primary sources and secondary literature and expand the choice of thesis topics, it is certainly possible to write a thesis on a non-Anglophone country, or a portion of the pre-modern era, by using sources in translation.

NB: Pass/Fail courses do not fulfill concentration requirements in History.

Students who have already satisfied the College's language requirement may be interested in arranging for additional language courses to count as part of their program. See the section on related fields (above) for more information.

History 91r

History 91r (supervised reading and research for juniors and seniors) is offered annually within the limits of the Department's resources. To be admitted to this course, a student must have the consent of both the instructor who has agreed to supervise the course and the DUS. The course is letter-graded and cannot be taken Pass/Fail. Requirements common to all 91rs are a paper of at least ten pages and a 30-minute oral examination given by the instructor and one of his/her colleagues in the History Department. For additional information, please review the 91r petition, available in the Tutorial Office or on our website.

Freshman Seminars

Some Freshman Seminars may fulfill concentration requirements; consult the Tutorial Office for a list. Since Freshman Seminars are not letter-graded; the credit granted will be of the type "admitted to individual program" (see page 23 for more on this type of credit). Freshman Seminars given such credit must be (1) taught by a History Department faculty member and (2) approved for such credit by the Department's Curriculum Committee.

Summer Courses

History courses offered by the Harvard Summer School are granted degree credit, as described in the College's Handbook for Students. However, the History Department normally expects concentrators to satisfy concentration requirements with courses taken during the regular fall and spring terms. Deadline: Students who wish to have a Harvard summer course count toward fulfilling the concentration requirements must petition the DUS for approval prior to enrolling in the course. Retroactive credit for summer school courses will not be given.

Credit for summer courses taken at other institutions and approved by OIP for degree credit will be granted only in exceptional circumstances.

Credit for Work Done Elsewhere

Study Abroad

The Department encourages study abroad for the ways that the college experience is thus enriched, and because academic work elsewhere can lend a useful perspective to your historical study here at Harvard.

Well in advance of going abroad, students should initiate discussions with the DUS, and also consult the Office of International Programs (OIP), located in University Hall ground floor south. You may also wish to
consult their website. OIP provides information on programs abroad and on Harvard’s policies and processes. They will help you decide which program will best meet your goals, and how to secure credit towards your degree. Start this process as early as possible, and no later than the start of the term preceding your time away; students should have a preliminary application filed by October 15 if planning to be abroad for the spring term only, and by March 15 if the work abroad is to be done during the summer or beginning in the fall of the following academic year. The “Guide to Study Abroad” will help you begin to make plans, and is available at OIP on their website. Please also consult the College’s Handbook for Students for more information.

Courses taken abroad need not be identical to courses taught at Harvard, but should require comparable effort and seriousness. Note that only full semester courses, taken for letter or number grade (not Pass/Fail) can count toward concentration requirements with DUS approval. When meeting with the DUS for approval, please bring with you any available information regarding the course(s) to be taken, ideally a syllabus or course description.

The History Department is flexible in granting credit for courses taken abroad. For details, please refer to the charts and text below.

Students may also petition the DUS to have additional history courses taken abroad included in their program. Such petitions will be considered individually and with reference to the number of history course slots available to the student prior to departure and upon their return. Please consult the DUS for all necessary signatures.

**Thesis Writers Studying Abroad**

Students who plan to spend all of their junior year abroad, or the junior spring, and who plan to write a senior thesis, should have a tentative topic and thesis advisor prior to departure and must submit a thesis prospectus to the Asst. DUS on their return prior to the start of classes in the fall of their senior year. Students should consult the Tutorial Office for assistance in finding a thesis advisor, and such arrangements must be made prior to departure.

**Transfer Students**

If you are transferring into the Harvard History Department from another institution, please make an appointment with the DUS or Assistant DUS to discuss how many History credits you are entitled to from courses previously taken, and how to fulfill your requirements here.

### One Term Abroad

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<th>Courses Taken:</th>
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### Two Terms Abroad

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<th>Courses Taken:</th>
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<td>4 or more History courses</td>
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*All study abroad credit is of the type “admitted to individual program”; see page 23 for more information.*
The Senior Thesis

Should I write a Thesis?

Students may follow a program of basic or thesis requirements; the latter includes eligibility for (though no guarantee of) Departmental (English) honors. Following is a discussion of additional issues to consider when deciding whether to pursue the basic or thesis program and the summary of standards for continuation in the Thesis Program.

Remember that there is honor in a good performance in the basic program. Indeed, depending on grades in all courses taken, students may graduate with Latin honors from the College even if they do not receive English honors in History.

Time Management

Many students find the task of researching and writing a substantial piece of historical scholarship stimulating and rewarding, but others find the senior thesis frustrating. Some prefer the freedom to choose a wider variety of courses that the basic program offers; others find that heavy extracurricular commitments are difficult to reconcile with the thesis program requirements. The ability to manage time well is a critical factor in the relative success of the senior thesis. The program reinforces its necessity in earlier tutorials: History 97 has a strict “no late paper” rule, and Research Seminars teach research skills step-by-step so students learn to keep pace in their independent work.

Informed Decisions

In deciding between basic and thesis programs, students should consider their academic interests and personal strengths. Attending a session of the Senior Thesis Writers Conference, scheduled annually in early December, is a good way to get a sense of what goes into a thesis project.

Changing Programs

The decision to begin the thesis program is not irrevocable. Students may move to the basic program at any point, even after the thesis is underway; detailed information on dropping History 99 is on page 32. Students with doubts are urged to discuss the matter with the Asst. DUS and their house advisor; frustrations encountered mid-program are normal and not necessarily good reasons for giving up on the idea of writing a senior thesis.

Department Standards for the Thesis Program

Note: Students who wish to enter 99, but who have not met one or more of these standards are encouraged to consult the Tutorial Office about petitioning the DUS for permission to enroll.

* a ‘B’ average in the College
* a ‘B’ average in Research Seminar(s)
* the recommendation of the Research Seminar tutors
* an acceptable thesis proposal on file with the Tutorial Office by the start of the senior fall. (If the above standards are not met, a student may petition for admission to History 99 with the DUS; an acceptable thesis proposal must also be filed by the end of the junior spring.)

Planning Ahead and Choosing a Topic

It is never too early to start planning for the thesis. Consider the following questions to spur your thought process:

- What did you enjoy about your favorite courses?
- What initially drew you to these courses?
- What proved compelling in the subject matter? What about the methodology?
- What historical questions would you like to be a part of answering?

Since work of the scope of a senior thesis should spring from your academic background and concerns, you must know what subjects excite you before taking the first steps toward a suitable topic. All projects require certain courses in advance of the senior year, such as those requiring language or quantitative skills, and necessary background in a content area. Remember that not all interesting questions can be answered in a his-
torical study, and that many questions are of a scope not answerable within the format of a senior thesis. Faculty and tutors, especially those who know your work, are the best people to consult as you refine and answer your research questions. Such conversations are often crucial first steps in finding a thesis advisor; please see below.

Begin with the End in Mind: The Thesis Proposal

Many of the matters discussed above and below are usefully summarized in a thesis proposal. To be approved, a thesis proposal ordinarily must be at least five pages long and do the following:

1. present a research topic and questions;
2. offer a preliminary annotated bibliography of scholarly work on the topic;
3. list at least two courses (not tutorials) in history taken in preparation for the project;
4. name faculty and/or graduate students consulted, and their potential to advise the thesis;
5. identify archival materials to be examined;
6. outline a plan for completing research in the summer or fall.

The proposal is an integral part of the thesis-planning process, not something to throw together the night before the deadline. An initial draft in February or March of the junior year can form the basis of a summer funding application. A later draft will prepare you for conversations with potential advisors, and successive drafts will reflect input from the faculty and tutors you consult. The thesis proposal will be due at the start of the senior fall. For those who wish to write a thesis but do not meet the standards for entering 99, the proposal will be due at an earlier date to be determined by the Assistant Director of Undergraduate Studies.

The Junior Spring

The spring term of the junior year is a watershed for starting the thesis. If you have a general topic and an advisor by the end of the spring term, then you can make abundant use of the summer months to read broadly and formulate a topic more precisely. Indeed, if you wish to take advantage of the many funding sources available for summer thesis research, you will need to articulate the general outline of your project much earlier than the end of the junior year—the deadline for some funding applications is the last Friday in February (read on for more information on funding options).

Of course, it is perfectly possible to write an excellent thesis even if a topic and advisor are not identified by the end of the junior year. However, you will need to address these issues over the summer, or immediately upon returning to Cambridge. Topics will then be limited to those which can be researched in Harvard’s libraries and archives and/or other historical collections in the Boston area. (For many subjects, this is not a limitation at all.) Finally, do not imagine that History 99 is equivalent in work-load to other courses at Harvard. All thesis writers remark upon the intense focus required for such a project. Those who are torn over the decision between writing a thesis or not may wish to refer to page 36 of this Handbook, where the pros and cons of thesis writing are discussed.

Thesis Format

There are no fixed rules for the form of an acceptable thesis. Obviously, the Department hopes that theses will involve both thorough research and original interpretation, and be written as elegantly and concisely as possible. In the past, excellent theses of very different types have been presented and have been evaluated on their own terms. It is expected that you will undertake some amount of primary research, but you should also not lose sight of the need to provide a convincing analysis and interpretation of the fruits of your research.

The Tutorial Office has two resources for those who wish to examine past theses of varying characters and styles. One is a database of all History theses (magna and above) since mid-century; these theses may be viewed at the Harvard archives. See Laura Johnson if you wish to consult this database. The other resource is a small but growing collection of theses kept in the Tutorial Office. Finally, if you have identified a general area of interest but have not yet formulated a specific topic, please consult the Assistant Director of Undergraduate Studies, a faculty member, or a tutor, for help on refining your ideas.

Finding a Thesis Advisor

As stated above, the task of identifying the senior thesis advisor is ideally accomplished by the end of the
junior year, though it is possible to find one the following September. Potential senior thesis advisors should be selected from the Department’s faculty and the History graduate students who serve on the Board of Tutors. In addition, there may be graduate students available as advisors; consult with the Tutorial Office. Joint concentrators for whom History is the secondary field will find their thesis advisor in their primary department; please see page 17 for more information.

When seeking a thesis advisor, most students choose to approach faculty members for their deep knowledge of fields. Each year approximately three-quarters of the theses written are supervised by faculty, and students have remarked on the rewards of this singular opportunity to work individually with a member of the faculty. If you are thinking of asking a professor to supervise your thesis, it is best to approach him/her right after spring break of the junior year. Some faculty may ask for a thesis proposal before making a decision about which students they will supervise. Most faculty supervise only one thesis per year, or at the most two.

In other cases, students arrange for a thesis advisor who is a graduate student. Reasons include a preference for working with another, albeit more advanced, student. Sometimes (but not always) a graduate student thesis advisor will be able to offer more regular assistance than might come from a faculty member.

Please bear in mind that these general assumptions are just that—very general, and only assumptions; individual experiences vary widely. Think about your own work habits and how you most easily process feedback on your scholarship. Ask potential thesis advisors how they prefer to work with students. Whether contemplating a faculty or graduate student advisor, it is perfectly appropriate to begin the communication with a request for general advice regarding your topic. An initial and informal consultation will help you assess the interest of several people in your project, and then you can schedule another meeting to ask the big question: “Will you advise my senior thesis?”

In April of the junior year, the Tutorial Office asks students to provide an update on their thesis plans. Identification of the general subject area of the thesis (at least), and the name of the advisor (or several names under consideration) will allow the Tutorial Office staff to assist students who may need guidance during this early, but important, stage.

Summer Funding

Each year a large number of rising seniors find funding for summer thesis research. The Tutorial Office holds a meeting to advise students on how to write a successful fellowship proposal. In addition, we prepare a list of organizations that have supported concentrators’ thesis research.

The standard fellowship application includes the following:
1. an application form,
2. a transcript,
3. a statement of purpose/research proposal/essay,
4. a budget, and
5. letters of recommendation.

Application forms are relatively pro forma exercises, but make sure you secure the form in plenty of time. Typing is not necessary if you print neatly.

Order any necessary transcripts as soon as possible. Do not let the simplest piece of an application stand between you and a summer research grant. Transcript requests must be made to the Registrar either in writing or in person, not by telephone. The normal processing time for transcripts is two to three days. The Registrar’s Office is located at 20 Garden Street. For more information, including procedures and fees, consult http://www.registrar.fas.harvard.edu/fasro/common/transcripts.jsp.

The statement of purpose is the heart of your fellowship application. Typically 2-4 pages (consult the funding organization for specific instructions), this should be a concise essay that persuades the reader of the importance of your project and your ability to execute it. The budget (if required) should be a realistic estimate of travel and living expenses (safe but not luxurious) for your intended location. If the funding is to include the cost of travel, the proposal should indicate the necessity of going to your intended destination; do not ask to travel to see materials that are available in a Harvard library. When writing fellowships applications, students are often in the initial stages of identifying their thesis topics; writing with assurance about something you are not sure about can be a difficult task, but it can be done. There are several sample essays available for your perusal in the Tutorial Office.

Most undergraduate research fellowships will ask
for one or two letters of recommendation. The general rule of thumb is to request recommendations from faculty or teaching fellows who know your work quite well; a letter from a well-known professor will not help your case if it is cursory. It is perfectly appropriate to ask potential letter-writers not simply whether they are willing to write you a recommendation, but whether they can write you a strong recommendation. (Of course, if you ask this question, you should be ready to handle an answer that is not positive.) You should give a letter-writer a draft copy of your statement of purpose, and if it has been a while since you worked with that person, supply him/her with copies of the work you did in class.

The Senior Thesis Seminar and A Handbook for Senior Thesis Writers in History

The Senior Thesis Seminar provides a useful framework for senior thesis writers as they work through the intermittent difficulties that all thesis students inevitably encounter. For many seniors, their thesis will turn out to be the best piece of writing done while at Harvard. It will also be the longest and most complicated. Consequently, the Seminar will focus much attention on the unique challenges of writing an extended, multi-chapter work. The Seminar also provides a common forum in which seniors can share with thesis-writing colleagues their feedback, successes, frustrations, interests, and techniques. This kind of collegiality and exchange of ideas is at the heart of the academic seminar, and it can be the most rewarding aspect of History 99.

The Senior Thesis Seminar is a cooperative effort that depends on the active participation of all involved. It is also a part of your History 99 grade, and your attendance is required to pass this portion of the course. More than one absence can result in a failing grade or exclusion from the course, which would end your thesis project. The Seminar meets approximately every other week, always on Wednesday evenings.

Finally, the Senior Thesis Seminar prepares students for the Senior Thesis Writers Conference, which is held at the beginning of December and attended by Department faculty, tutors and teaching fellows, other graduate students, and fellow undergraduates. Thesis writers give 15-minute presentations that explain their projects and prospective arguments. They then take questions from the audience.

A Handbook for Senior Thesis Writers in History is the one universal textbook in the Seminar. Copies are distributed at the introductory meeting in September. The Handbook represents the collected wisdom of past thesis writers and advisors. There is advice on a wide-range of issues that all thesis writers face at some point in the process. In addition, there is a section describing model aspects of recent theses; this will be a valuable reference tool throughout the year. Also, the Handbook contains exercises for thesis writers, such as an annotated bibliography and peer review. While some portions of the Handbook will be more useful for you than others, it is designed to be used regularly so that you (and your advisor) can run internal diagnostics on your thesis project—that is, you can compare your progress to benchmarks met and standards set by others who have completed the capstone tutorial of the concentration.

Deadlines

All seniors writing theses will receive a “Timetable for Thesis Writers” which lists approximate deadlines for staying current with work on this large-scale project. The timetable deadlines for a thesis proposal (late September), annotated bibliography (mid-October), conference presentation outline (early November), first chapter draft (mid-December), etc. Many thesis writers will submit work in advance of the deadlines listed on the timetable, following schedules worked out with their individual advisors. Several of the deadlines listed on the timetable must be met:

1. Students enrolled in History 99 must inform the Tutorial Office of their thesis topic and confirmed advisor in late September.
2. By the beginning of the January reading period, you must submit substantial proof of research to your thesis advisor. This usually takes the form of a chapter or two of the thesis (20 to 30 pages).
3. For the academic year 2007-08, THESES WILL BE DUE ON THURSDAY, MARCH 20, 2008 by 5:00 pm. Theses that are handed in late or that do not meet the requirements on length will be penalized.

Length and Other Guidelines

The minimum length of the text of the thesis is 15,000 words (about 60 pages). Theses shorter than the minimum may be excluded from consideration for hon-
ors. The maximum length of the text is 35,000 words (about 130 pages). Theses longer than the maximum may be penalized. Note that the minimum and the maximum stipulations are only for the text; they are exclusive of footnotes, bibliographies, glossaries, or appendices.

Dropping History 99

The Department may exclude from the tutorial program at any time a student who is not doing satisfactory work in tutorial. Any student who is not seeing his or her advisor on a regular basis or who has not turned in any or sufficient written work can be given an UNSAT grade in History 99. Credit will be given for half of History 99 if the requirements set below are met.

If you decide to drop the thesis mid year with half-course credit for History 99, you must submit a 25-30 page paper to the Tutorial Office by January 14, 2008. To earn half-course credit, this essay must be organized as a self contained paper with a proper introduction and a conclusion and a central argument, rather than as a chapter of a longer thesis that will not be written.

If you decide to drop the thesis after that date, you must do substantially more work (a 45-50 page paper) and submit this paper by May 1, 2008, again to the Tutorial Office, to receive full-course credit for History 99. To earn full-course credit, this longer paper must meet the same requirements of the mid-January paper.

Thesis Readings

Each History thesis is read by at least two members of the Board of Tutors (faculty and/or graduate student tutor). If History is the secondary field of a joint concentration, there is only one History reader. Each reader assigns an evaluation to the thesis (highest honors, highest honors minus, high honors plus, high honors, high honors minus, honors plus, honors, or no distinction), and writes a report detailing the special strengths and weaknesses of the thesis. Theses will ordinarily be sent to a third reader when: 1) the first two evaluations are at least 3 distinctions apart (e.g., one high honors plus and one honors plus), or 2) the thesis only receives one highest-level evaluation and the student has a History grade point average of 3.75 or higher.

Thesis evaluations are converted into numerical equivalents, which are then used, along with grades in courses and tutorials for which concentration credit were given, to determine the recommendation for Departmental (English) honors.
Departmental (English) Honors

All that follows should be read with the understanding that Departmental (English) honors are separate from College (Latin) honors.

Students who submit senior theses are eligible for recommendation to receive the A.B. degree with honors, high honors, or highest honors in History. The Department makes this recommendation to the full Faculty of Arts and Sciences. Before the Department does so, the Board of Examiners, composed of five to eight History faculty, reviews the records of all thesis writers. While the Board has a set of departmental regulations to govern its work (and these regulations are subject to change at any time by vote of the Department), the Board exercises some discretion in the application of these guidelines.

Departmental honors are noted on the transcript. They are not noted on the diploma or in the commencement program. The only exception is for students recommended for highest honors and who receive the degree magna cum laude with highest honors; this is noted on the diploma and in the commencement program.

Recommendations for English honors are based on the grade point average of History courses that count as concentration credit and thesis evaluations. On occasion, the Board of Examiners also administer oral examinations, which they use in determining honors recommendations – please see below for details.

GPA

In recent years, the minimum course average to be eligible for high honors has been 3.5 and for highest honors, it has been 3.8. Courses taken outside of the History Department (except those cross-listed), whether for history credit or related field credit, are not counted in the History grade point average calculation. For a description of the types of courses that count as concentration credit, please see page 24. The Department may at any time vote to adjust these cut-offs.

Thesis

The thesis itself is ranked by each reader with the evaluations of honors (a plus may be used), high honors (a plus or minus may be used), or highest honors (a minus may be used); there is no one final evaluation for the thesis. In order to qualify for highest honors, the thesis must have at least one highest level reading; in order to qualify for high honors the thesis must have at least one high-level reading; and in order to qualify for honors, the thesis must receive at least one honors-level reading. Meeting these requirements only qualifies students for consideration in the respective honors distinction – it does not guarantee an honors recommendation.

Oral Examinations

Candidates whose History GPA qualifies for highest honors and who receive at least one highest honors-level reading on their senior thesis will be given an oral examination by the Board of Examiners. Highest honors exams ordinarily last one hour. The oral examinations for highest are intended to test for both depth and breadth of historical knowledge, as reflected in the thesis and the courses taken. Examining committees consist of two to four members of the History faculty. (In addition, at the discretion of the Board of Examiners, students on the margins of the high honors/honors and honors/no distinction ranges may also be given an oral examination; these exams generally last a half hour.)

In 2007-08, oral examinations will be held at the beginning of May. The Tutorial Office will give several days’ notice to any student who may be called for an oral examination. However, the actual examination schedule will be available with very little notice.

College (Latin) Honors

Please visit the link below for more information on how the College awards Latin honors. In addition, you should consult with your Allston Burr Resident Dean. Any degree candidate who does not receive the A.B. degree with honors in History will be considered by the FAS for the degree of cum laude.

[www.college.harvard.edu/academics/resources/honors_faqs.html](http://www.college.harvard.edu/academics/resources/honors_faqs.html)
The Itch to Switch

If you’re looking for an apology for the discipline of history, I can’t offer much. Take a look instead at the beautiful introduction to the concentration in the Handbook for Students. A satisfied but unlikely student of history, I’d simply like to share a bit of my story.

As a first-year, I chose as my first core Historical Study A-27: “Reason and Faith in the West,” utterly certain that I would never concentrate in History. Well, at least not “History-History” the elegant designation that sometimes distinguishes the concentration from History and Literature and History and Science. Plain-old History conjured up images of water-damaged textbooks, long columns of multiple-choice questions about Texas independence (uh, from Mexico), and that ubiquitous portrait of Henry VIII—you know the one. Besides, concentrating in something “interdisciplinary” sounded fresh and exotic. At the end of the year, I settled on History and Science, hoping to combine my interests in physics and philosophy.

But with the summer came the itch to switch. Several people at the non-profit where I interned had majored in history, despite not “using” in the office what they learned in school. That my co-workers found both their work and college studies meaningful encouraged me to loosen the connection between college and a potential vocation. I became less concerned about having on my final transcript a smattering of science courses, which seemed like a safe, practical thing to do, even given my liking for physics. That summer, I also took some time to look back on my first-year coursework. I realized both that I was drawn more to history in a broad sense than to history of science, and that I genuinely enjoyed the processes of studying and creating history. College history work had given me a glimpse into the craft of the historian, the art of piecing together evidence to describe larger trends—much more exciting than the humdrum date memorization of most of my high school work. What sealed the deal? Reading that piece in the Handbook for Students one lazy afternoon in my bedroom. Honest.

In the fall, I changed my concentration and entered the intellectual history sub-field the following spring. Despite its somewhat pretentious name, intellectual history seemed like it would be a good fit since I was still interested in many themes I had encountered in studying the history of science.

I think that time has shown my choice to be sound. A tutorial leader once told me that the intellectual historian must learn to humbly “sit at the feet of great thinkers.” I was pushed to watch ideas unfold and understand the world that shaped and was shaped by them. So many stories have in turn changed the way I think. William James’ quest for a different, and perhaps American, understanding of truth. Hu Shi’s struggle to renew Chinese culture after the First World War. Ngugi’s radical calls for political change in Kenya after independence. To read their words was, for me, to contemplate history in a profoundly new way.

I don’t know yet where this learning will take me after college. Ironically, I just might “use” what I study since I am now contemplating pursuing graduate studies in history somewhere down the line. Then again, I might end up elsewhere in a 9-5 job and, like my co-workers during that first summer, simply look back fondly on my college academic life. But I do know that learning about the past, especially through the lens of ideas, has challenged me to discover and re-discover the world in which I live, how I think about it, and who I am to become in it. Do yourself a favor, and find a concentration that can do that for you, too. (Victor Ban, ’04/’05)

History and International Relations

Before I entered Harvard, I was absolutely convinced that I would concentrate in government and pursue a career in the foreign service. I wanted to study international relations (IR) and I thought the only option at Harvard to do so was by being a government concentrator. My first semester, I took a freshman seminar on the politics and economics of Latin America in addition to Ec10, Spanish, and Math 21a (at the time I thought I liked math!). I quickly became scared by the number of people I encountered in my seminar and in Ec10 who
were planning on concentrating in government. However, as I had always only connected IR with political science or government, I figured I had no choice.

During freshman year, many opportunities present themselves for exploring concentrations. While I was a little hesitant to go to the various open houses departments hosted, after a meal one day my roommates and I stopped at a concentration open house. Walking casually by the History table, I noticed that I knew the student helping answer questions. If not for her, I probably would not be a History concentrator, as that stop started me thinking about the other options that are available to those of us who are interested in international affairs but are not convinced that Government is the concentration for them.

One of History’s greatest draws for me was and continues to be the flexibility I have with my course selection. Yes, we all have to take tutorials, but, to tell you the truth, History 90f (the sophomore second semester tutorial in IR) has been my favorite class at Harvard. While sometimes a drag, the tutorials help develop valuable analysis, research, and writing skills that I am sure will prove useful throughout life. Aside from tutorials and the introductory History 10, each History concentrator can basically create their own plan of study. This offers students more of a chance to take classes that interest them instead of taking many introductory classes just because a concentration requires them. Faced with having to take classes in political theory and American government (scared by the former and not particularly interested in the domestic part of the latter) if I chose to be a Government concentrator, I found myself more at home with the History department’s offerings and welcoming nature.

The History concentrator interested in IR can choose from a wide variety of courses, with the opportunity to focus from the start on a region of particular interest (in my case, Latin America) or to explore until something clicks (with all history classes still counting towards one’s degree). Many history classes are small (take conference courses— they really let you get to know your professor and explore a topic in depth), professors are approachable, and the History Tutorial Office is always willing to help concentrators or would-be concentrators (definitely get to know them—even if you have no problems, it is always nice to just be able to stop in and say hi).

Although I had planned to study government, I am glad to say that I decided to be a history concentrator instead. IR is not just a present-day issue. Much can be learned from past historical actions. If I do end up entering the foreign service, working as a congressional staffer, or in some other IR profession, I know that I will not be at a disadvantage because I was not a government concentrator. Rather, I will be better prepared to look at the present situation, place it in a historical context, and then take the appropriate action. The future depends on the past and this is no more evident than in IR, making concentrating in history a valuable decision for those interested in an IR-related career. (Maria Domanskis, ’05)

Going Medieval

For the oldest university in America, Harvard has an uneasy relationship with the Middle Ages. Of the Core requirements, only Historical Studies B focuses on events “in the deeper past”—such as the Warren Court and Vietnam. Even within the History Department, the medievalists are a distinct minority amid those studying American history or international relations.

Yet despite these obstacles, a hardy few eventually find their way into medieval history. I didn’t plan to study the Middle Ages when I entered Harvard; I knew that I wanted to go to law school, and I wondered whether I should major in something more relevant to my career. I was also concerned about my ability to read the source material; unlike my FOP leader, who had learned Latin, Greek, and the dead language of Syriac, I had barely enough high-school French to evade the language requirement.

Yet I quickly found that medieval history was far more accessible than I had anticipated. Even in writing my senior thesis, language never became a barrier for me; the libraries contain a wealth of primary sources in translation, and English-language secondary sources (especially for the history of English-speaking countries) are plentiful as well. When I needed it, help was easy to find, since medievalists had the best of both worlds—a small community of students and dedicated professors with the resources of the History department behind them.

My worries about relevance were also put to rest. I came across my thesis topic, not in a forgotten basement corner of Widener, but during a summer internship for the House Judiciary Committee in Washington, D.C. In
Preparing research for a hearing on the Internet and the federal court system, I learned of proposals for a new body of law to handle the jurisdictional confusions of electronic commerce—a lex cyberspace modeled on the medieval lex mercatoria, or "law merchant," which was said to follow merchants along the trade routes and to protect them from the arbitrary rule of lords and bishops.

As it turns out, my research showed that the medieval laws weren't much like what their modern proponents have in mind. But the difficulties that individuals faced in the Middle Ages—wrestling from an unforgiving environment some measure of food and shelter, physical security and spiritual meaning, political community and philosophical understanding—are problems that we still face today. Sometimes their answers were similar to ours, and we can find in their history the seeds of modern institutions. Sometimes their answers were quite different, and can serve as inspirations for contemporary change.

As a future non-historian, specific knowledge of their solutions may not be necessary for my day-to-day life. But there is something to be said for the consciousness that different solutions exist, and for the recognition of the features of our society that are outgrowths of their choices. Watching a medieval tenant energetically exploit new tax loopholes reminds us that our follies are not just our own; watching the slow and often halting expansion of personal freedoms and legal rights reminds us how far we have come, and how far we have yet to go. For those who seek a new perspective on the modern world, studying medieval history may well be the right choice—regardless of where you go after graduation's medieval pageantry has ended. (Stephen Sachs, '02)

Deciding to Write a Thesis

For me, choosing to concentrate in History was not a difficult decision. Having entered Harvard with an interest in the subject, I decided early to enroll in History 10a and 10b. I enjoyed these courses and knew that I wanted to continue to learn more about events of the past and how they relate to our lives today. However, while I was excited about the prospect of taking more area and time specific courses and conference courses, the idea of a thesis was not even a possibility in my mind. Sure, I liked history and enjoyed reading up on it, but why would I want to subject myself to months of intense researching, reading, writing and re-writing, I asked myself. And besides, I had no idea what I might want to write a thesis on, which was so emphasized by older concentrators I had met.

But, sometimes we can surprise ourselves by contradicting previously held beliefs, and I have truly shocked myself with my choice of academic direction. Having sworn freshman year that I would never write a thesis, I am now enrolled in 99 and have started preliminary research. I am glad that this is a decision I came to through my experiences, rather than having set out determined to write a thesis; I know that my dedication and motivation for the project are sincere.

When I think of what has influenced my change of direction, the History tutorials stand out. These have been some of the most challenging, and rewarding, classes I have taken. Through the tutorials I have discovered how much I enjoy researching primary materials and putting information together, almost like pieces of a puzzle, to create an original argument. Learning how to properly research and write has prepared me well for the thesis experience. Even though I know that process will be an intense, I feel more comfortable knowing that I have had practice doing extensive independent research and historical writing.

Sophomore year I entered the required History 97 tutorial with my fellow sophomore concentrators. It was refreshing to partake in a small Socratic atmosphere with a professor and about twenty other students. This was not lecture. We were required to speak and contribute to the discussion! This classroom experience was far different from the other courses I was taking and I quickly came to like the intimate feel of the tutorial program. As I would come to find in the next two years, the small size of the tutorials not only encouraged class participation, but it has given me the opportunity to get to know well my History professors, TFs, and fellow concentrators. It has been these individuals who have made my academic experience complete, as I have often turned to each as a resource for advice on decisions related to the department—including the thesis. And they have also made the department seem smaller and much more personal.

By the end of sophomore year, though still not committed to writing a thesis, I was more open to the possibility. I decided to give the optional junior tutorial, 98, a chance. Coming up with a topic of one's own to research and write - the premise of 98 - is scary since
the outcome of the project depends totally on your own motivation to work on it. Although writing this long research paper, almost a mini-thesis, was a challenge, I enjoyed the process immensely. Because there was little restriction on topic, I was able to choose one that I wanted to learn more about and was thrilled, not bored, to track down new information in the library. It was in junior tutorial that I discovered just how much I enjoyed researching and writing on historical topics. And it was this positive experience that encouraged me to continue with 99.

We all encounter reasons as to why one should “definitely” write a thesis: to graduate with departmental honors, to look more palatable to graduate schools, because it is the “academic” thing to do. After all, we are at what is considered one of the most renowned academic institutions in the world. Although the possibility of having a “magna” or “summa” on the diploma is a perk of the thesis process, I don’t believe it should be the motivation. A thesis will consume extra classes, extra time, and extra energy. Ultimately, this college experience is your own and, when thinking about whether or not you want to write a thesis, you should make sure that it is something that is worth it to you—not your parents or advisor or friends. (Lisa DeBenedictis, ’04)

Deciding Not to Write a Thesis

When I ran into my old tutorial buddies at various points last year, they always seemed surprised when they asked me what my thesis was about and I replied, “Nothing.”

“That’s funny. I always assumed you were the sort of person who would write a thesis,” or something to that effect, was the usual reply. For a long time, I had assumed the same thing. I had always believed wholeheartedly in the tutorial system. I loved 97, because it was tough and because it introduced me to cultural history. And (believe it or not) I loved 98a, thoroughly enjoying my trips into the depths of Harvard’s past. Personally, I was less entrances by the spring tutorials, but in principle I approved of them.

I credit the History Department with teaching me how to research, how to reason, and how to write, all things I love to do and skills which, as I try to impress upon people who look at me quizzically when I mention my major, are invaluable to almost any career I might choose.

Why, then, in February of my junior year, having just acquired both an advisor (Prof. Ulrich) and the beginnings of a direction to search for a topic (mixed-race communities in New England and the Chesapeake), did I decide I didn’t want to write a thesis after all?

One rather strange reason is that I had been so well prepared to write a thesis that I knew I didn’t need to. I wrote a good junior essay and, the same semester, a seminar paper that I have since delivered at a conference. I didn’t have anything to prove to myself. I was also concerned about an inner competitive streak and knew that if I did write I would need to guard against constantly comparing myself to friends and classmates in terms of writing progress and honors achieved.

Furthermore, my time at Harvard had been occasionally wonderful, but often stressful, and I wanted to bring away senior year memories of spending quality time with my friends, not my keyboard. I also love most of my courses and dreaded the scenario of spending the weeks before the due date holed up in my room, skipping class, meals and sleep in a frantic attempt to finish on time.

So I thought about it, discussed it with friends, parents, and professors, and opted out. Over the summer, I realized that, while I still think of myself as a historian, I have become interested in current issues of globalization and international development, and it was on these that I focused both my coursework and my applications process senior year. Graduation brought me a gpa-based “cum” and the knowledge that next year I will be studying development at Oxford.

What did I gain from not writing a thesis? The chance to join Ku’umba, row for House crew, and hang out with my friends, while still having time to truly enjoy and concentrate on my classes (okay, I’m a nerd). The time to focus on my future, and figure out how I wanted to spend the next couple of years. Most of my thesis-writing friends had time for many of these activities, but not all. (And it seemed that the ones with more time were the science concentrators.)

My reasons for not writing were personal; writing a thesis can be a great choice for some and I strongly recommend taking the full course of tutorials. But all concentrators would benefit from thinking carefully about whether they want to write a thesis and why, and realizing that the world doesn’t end when one gives up a shot at summa. But I have no regrets about my choice. In the
end, my favorite thing about the History Department is that it gave me every tool I needed to be able to write a thesis—and the freedom not to have to write one. (Claire Eager, ’03)

[Note from Tutorial Office: Please visit www.college.harvard.edu/academics/resources/honors_faqs.html to see changes in awarding of College (Latin) honors, effective June 2005.]

Why History?

“History, hmm?” It’s the usual response after you’ve answered that most trite of questions. But the tone is always a bit sardonic, always seeming to imply that they hadn’t thought you to be that boring or that much of a recluse or capable of squandering your Harvard education so wantonly. Often I end the conversation at this point, leaving my inquisitor to whatever meager thoughts might be spinning in his head, secure in my superiority as a student of history.

Occasionally, though, I allow the next question to spill out of the puzzled face. That question, of course, is “Why history?” And to this I might offer only a curt “Because it interests me” and leave it at that. Or, if I happen to know what my question-asking friend studies, I might reflexively throw it right back at him. “Why gov?” or “Why in God’s name economics?” And though I would hope in every case to get a response along the lines of “because it interests me” or “because I enjoy studying it” or “because my parents made me,” often the only answers they can come up with are “because I heard it was easy” or “because it will help me get an I-banking job after graduation.”

Oddly enough, whenever I’ve asked that question of a fellow History concentrator, the answer has unfailingly come back that history was in some way interesting or intriguing or engaging and that reading and writing history seemed like something they’d enjoy doing for a few years, so they chose to concentrate in it.

But on days when I’m feeling more like the verbose history student that I am, I might condescend to offer a longer explanation to the questioner. This explanation will typically include the fact that a Harvard education is not and should not be strictly pre-professional. We are given four years to read and write and think. History allows us to engage in all of those. That is not to say that we are not in some way being prepared for the future that looms before us like History 99 (the senior thesis) before the lowly sophomore. Writing with style and precision is a skill that will serve you in any pursuit. The ability to skim hundreds of pages in a single sitting is a decent skill to have acquired, as well. And of course the History concentrator leaves Harvard with an impressive proficiency in speaking with authority on a subject about which he knows next to nothing, not to mention the ability to hold forth for hours on a book he hasn’t read save for the dust jacket. This skill—dubious though it may be—will serve you well throughout your life.

But perhaps most of all, History concentrators leave Harvard having learned how to think. They have looked at stacks of evidence and sources and crafted a sensible explanation of events, decisions, and personalities from the tattered assortment of materials at their disposal. They have learned how to read critically and engage with texts and they have learned how to look critically at their own writing and interpretations and to address truthfully their own biases. They have learned not only how to think but how to express their thoughts.

Beyond all of that, however, History concentrators leave Harvard having spent four years studying things that interest them, thinking and writing about subjects that for some reason or another have sparked a curiosity in them. And they are better for it because they have enjoyed their education and often been educated without even realizing it. And usually, they are interesting people. That is the answer to the ubiquitous “why history?” (Timothy Sohn, ’01/’02)

Accidental Academics

Harvard attracts its students in many different ways. Some come for the name, some for the academics, and some for the opportunity to work with a specific star professor. I knew Harvard’s academics would be good, but that was not a big draw for me. If I had been primarily concerned with academics, I probably would have opted for my other top choice, Amherst College—after all, I reasoned, the students there actually know their professors. For me, Harvard’s appeal came from outside the classroom: in the rich network of its extracurriculars. Although the College eschews preprofessional training, students have built an impressive range of organizations to fill the void resulting from the lack of concentrations
like communications, theater, business, or pre-law—extracurriculars so stimulating and intense that they rival many of the academic preprofessional programs at other schools. I came for the student-run newspapers, which are widely regarded as offering one of the best journalism "programs" in the country.

I joined the Crimson as soon as I could freshman year, and by November, my roommates had to order call waiting so that I wouldn't miss requests to cover breaking news. In the end, though, it didn't matter much, because by spring semester I spent more time at the Crimson's 14 Plympton Street offices than in my room—a continuing pattern until I finished my executive term this past January. My work took me from murder scenes and arson investigations to the "victory" celebration of Al Gore '69 in Nashville on Election Night 2000 to the final round of secret interviews during Harvard's presidential search in 2001. I learned enough journalism to land a couple of summer internships and to begin what I hope will be a promising career. As far as I was concerned, my college years had been a success.

The long hours at 14 Plympton did not come without a price—my grades inevitably suffered over the years, and the history department (my concentration) warned me several times to cut back my hours of reporting and writing. Moreover, there were those awkward moments in section and tutorials when it became apparent that my night of layout had kept me from reading the assigned text. Let us just say that there is no grade inflation evident on my transcript. For me, as for many of my fellow students who live out their undergraduate careers wedded to a specific high-impact extracurricular—whether athletics, the Let's Go travel series, the Hasty Pudding, the Undergraduate Council, or a public-service program run by the Phillips Brooks House Association—academics do not always come first in college. All of us so inclined make a conscious decision that what we learn outside the classroom during our college careers will be as important as what we learn inside.

Despite my tense relationship with the history department—or perhaps specifically to spite it—I decided early on to write a thesis this year and settled easily on a good, arcane topic. I would study America's attempts to annex the Yucatán Peninsula in 1848. When I sat down last fall with my advisor, I explained that after three years of butting heads with my professors over my "journalistic" approach to writing academic papers, I wanted this project to be the one piece of impeccable academic research that I did in college. Although that goal might be a tad lofty (it is hard to do impeccable research in just seven months), I nevertheless threw myself into the project, and found it opening a whole new window on my undergraduate experience.

Suddenly, I was sitting for hours in the library reading, researching, and reflecting; I had my own carrel in Widener; I even presented a semicoherent argument at the department's senior-thesis conference in December. Research skills gleaned from tedious tutorials where I thought I had learned nothing bubbled to the surface. These skills combined with critical-thinking techniques (developed under individuals I had considered nothing more than overly demanding professors) to push me ever deeper into my project, until I found that, entirely by accident, I had uncovered an argument germane to the American experience.

The subsequent months brought continual bouts of bubbling enthusiasm as I checked footnotes, dug through primary sources, and even—shock of all shocks—found myself leaving the Crimson early some afternoons to burrow into the government documents stored in Lamont Library. When I sat down to begin writing, the energy of the moment left me so euphoric that I worked in 10-hour marathon stretches and I wouldn't fall asleep until the wee hours of the morning. Who knew that learning could be so fun? It turns out that academia is an exciting place to be, and there is nothing more exciting than being on the cutting edge of original research—in the end, it's not all that different from being a good journalist.

So it was that, through these scattered, gradual epiphanies, I have come to realize just in the past few weeks that my thesis, still unfinished, is not so much a chance to showcase the best academic work that I have done during my time at Harvard (although it will certainly be that). Instead, I have realized the thesis has been a subtle message from my old nemeses in the history department that—despite my best efforts to dedicate myself wholly to the Crimson—they managed to teach me something anyway. Somewhere, I learned to be a student, too. (Garrett Graff '03 reprinted from Harvard Magazine, March-April 2003)
Paris: A Year Abroad

My driver informed me in broken English that we were approaching the 15th arrondissement. I arrived in Paris only fifteen minutes before, after crossing the Channel from London using the highly convenient EuroStar. Moving at breakneck speeds through a quiet late evening in the City of Light, I was apprehensive. I knew only a modicum of French, enough to ask directions to some point of interest and then get lost along the way because I failed to understand what I was being told. Yet here I was, swiftly passing boulevard after boulevard of cafés and the uniform but seductive Haussmannian buildings. Then the taxi crossed the Seine, whisking me suddenly before the Eiffel Tower, that clichéd but iconic symbol, and I was reassured. “You know this is all in your garden,” my driver said gesturing to the Tower and the Champ de Mars with a visible rush of Parisian pride, “Only maybe five or ten minute walk from your apartment.” From that moment I recognized this was going to be a wonderful year.

I choose to study abroad after taking Professor Higonnet’s class on modern France my sophomore year. I knew from the start of my Harvard career that I wanted to be a history concentrator. I also wished to write a thesis. The problem was what area of history would I focus on? After learning about the French Revolution and the difficulties France has had reconciling itself with such a cataclysmic event, I realized I had found a period that was both rich in narrative and quite complex. However, it dawned on me that as informative as the lecture hall was, to truly engage with the culture that I wished to analyze I should really be 4,000 miles away. To this end I resolved to go abroad to France, not merely for a semester but for a whole year. I wanted to get to grips with the language, the society and the history. One semester was not enough in my opinion.

I settled on a program sponsored by New York University, one of the few that would allow me to study in France with minimal language abilities, but also offered me the chance to take classes at the Sorbonne if my French improved. During my first semester in Paris I attempted to become conversationally capable, while taking courses on modern French history. Fortunately, by the second semester I was deemed just worthy enough to enroll in a couple of classes at the Sorbonne, one of which focused on the French Revolution and Napoleonic Empire. At both the NYU center and at the Sorbonne, I interacted with professors that nurtured my interest in the Revolution and helped steer me towards an aspect of the epoch that was less cluttered by the volumes of historiography on the era. Being a joint concentrator with the History of Art and Architecture Department, frequent romps around the Louvre and the myriad of other museums became a standard aspect of my life. The most interesting experience was of course interacting with the locals, especially the native university students, many of whom became good friends. When I returned to Harvard I knew the general subject for my thesis and I could safely say that I had the necessary linguistic aptitude to tackle primary sources in a competent manner. My time abroad had been fantastic, culturally stimulating and intellectually satisfying. (Joshua Deutsch, ’06)